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ABSTRACT

Six papers on distributive education and occupational work adjustment (OWA) which were presented at a teacher education leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: "Methods of Teaching Distributive Education," by John Mattingly; "Curriculum Development for Distributive Education," by Kenneth Green; "Coordination Techniques in Distributive Education," by John Mattingly and Kenneth Green; "Occupational Work Adjustment Coordination and Program Management," by James Pinchak; "Methods and Techniques in Teaching Disadvantaged Youth," by Paul Pulsinelli; and "Curriculum Development for Occupational Work Adjustment Programs," by James Casey. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended materials include some of the following: an evaluation form for methods classes, professional competencies for OWA, and excerpts from the Ohio State Plan for Administration of Vocational Education, Revised 1977. (JH)

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Topic Analysis for Vocational Teacher Education

Distributive Education and Occupational Work Adjustment

CE 022 299

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Foreword

In recent years, extensive efforts have been exerted from a state vocational education perspective to impact upon the professional staff development of state leadership and local program personnel. Teacher education has been involved in these staff development activities, but formalized efforts which have implication for statewide pre-service and baccalaureate vocational education professional personnel development programs have been limited.

During recent years there have been sweeping institutional reforms for the professional preparation of teachers in Ohio, adopted by the State Board of Education. The resultant institutional restructuring to meet these standards, has replaced the traditional approach of adding or deleting courses for certification as a means of preparing teachers, and are designed to prepare teachers who will possess sound professional knowledge of the learning process, have competencies in the clinical use of sophisticated diagnostic instruments, and posses the ability to work effectively with youth from various social, economic and racial environments.

The primary purpose of the teacher educator conference was to "enhance the effectiveness of vocational education professional personnel development program through the bringing about of an awareness and understanding of teacher education standards and their implication for program redesign, and the review of common core curricula and program criteria for vocational education personnel development." This expressed purpose was met through the combined efforts of many teachers educators and other state staff who designed the program. Special acknowledgement is extended to the teacher educators who prepared, presented, and revised the professional papers which focused on common core curricula for vocational education. During the two and one half day conference, eighty-five teachers educators from various universities across Ohio had the opportunity to react to and critique the written presentations. Each paper addressed six primary points of emphases: (1) Need for the proposed course, (2) Objectives, (3) Content, (4) Instructional Strategies, (5) Evaluation, both formative and summative, and (6) Related resources.

This publication is a product, of the teacher education conference. We are indebted to the various publication authors and to the conference participants for their professional counsel and written critique of the various topical analyses. The concepts and ideas contained in these papers are the sole responsibilities of the authors and are to serve as a basis for discussion and further development.

Byrl R. Shoemaker
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Vocational and Career Education
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Topic Analysis for Vocational Teacher Education

METHODS OF TEACHING DISTRIBUTIVE EDUCATION

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September, 1978

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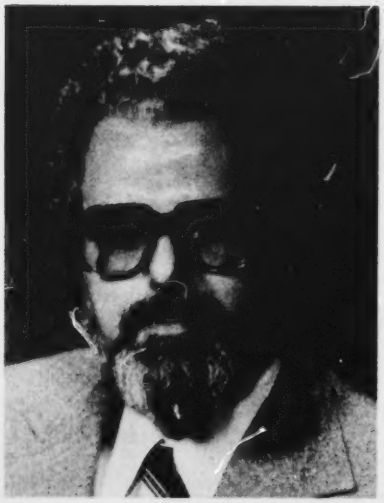

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* * * * *

"YOU CANNOT TEACH A MAN ANYTHING: YOU CAN ONLY HELP HIM TO FIND IT WITHIN HIMSELF."

GALILEO

METHODS OF TEACHING DISTRIBUTIVE EDUCATION

NEED FOR THE COURSE

Relationship to Teaching — There are many methods of teaching distributive education. The most prominent is the cooperative method where the student is placed by the teacher-coordinator in a training station. In fact, co-op is so well known that many people think of distributive education as a method of teaching rather than a discipline.

In this paper the writer will not discuss the cooperative method as it will be covered in a separate paper.

Education majors in all areas have courses in the methods of teaching, which usually consist for methods and materials for effective teaching in the particular subject area. Education majors also take a general methods course which includes competencies based learning — orientation to adolescent psychology — general lesson planning, etc. The methods course for Distributive Education will provide the future teacher with the background and methods needed to teach marketing at the high school level.

The future Distributive Education teacher needs a specific methods course because of the different nature of the distributive education program. The difference is that the student elects to enroll in the Distributive Education High School program, and then there is an immediacy of the use of the knowledge by that student.

The distributive education high school student cannot be taught only by the assign-recite pattern that may possible be used in other discipline areas. To borrow a Vocational Education cliche, the Distributive Education High School student must "learn by doing", regardless of program type co-op or in-school laboratory. When one understands the above two types of programs, then there is realization why a special methods course is needed for the future Distributive Education high school teacher.

INSTRUCTIONAL OBJECTIVES

A. Student will be able to make presentation in front of peers.
B. Student will be able to develop a lesson plan.
C. Student will have a general understanding of Vocational Education and Distributive Education.
D. Student will have a general understanding of several methods of teaching.
E. Student will have a general understanding of evaluation.

TOPICAL OUTLINE

I. ORIENTATION — (3 clock hours)

- A. Overview and goals of the course
- B. Overview of Vocational Education
- C. Overview of Distributive Education
  1. Co-op — with training station
  2. Simulation — with in-school lab
  3. Related classroom instruction

II. METHODS OF TEACHING — (10 to 12 clock hours)

- A. Review of Methods
  1. Lecture
  2. Role playing
  3. Films
  4. Speakers
  5. Demonstration
  6. Discussions
  7. Reports
  8. Supervised individual work
  9. Games
  10. Observation
  11. Field trips
  12. Committees
  13. Trade publication
  14. Chalkboard
  15. Others as needed *or* time permits
- B. Training plans as a method of teaching
- C. Distributive Education Clubs of America as a method of teaching
- D. Four Step Method of Teaching
- E. Lesson planning
- F. Evaluation
- G. In-School Distributive Education Programs

III. TEACH ROLE PLAYING DEMONSTRATIONS — (12 to 18 clock hours)

- A. Teaching simulation
- B. Evaluation

IV. PAPERS — SUMMARY PRESENTED IN CLASSROOM

- A. Interview a training director of a Business/Industry
- B. Research a method of teaching and decide how you will use it in your Distributive Education Program.

INSTRUCTIONAL STRATEGIES

I. TEACHING SIMULATION

The teaching simulation is a strategy where the student role plays the teaching situation, i.e. the class peers play the role of high school students, and the student selects an area of distribution or marketing to be presented. The area must be something that would be taught by a Distributive Education teacher in a high school classroom. The situation calls for a lesson plan that includes space for the following

A. Title
B. Date
C. Unit Objective
D. Four Step Method
   1. Student preparation
   2. Presentation
   3. Application
   4. Follow-Up
E. Equipment, Supplies and References
F. Revisions

This is done on a lesson plan form where the presentation step is in the form of "T" outlining topics and key points. (see appendices)

The student may use whatever resources they may need. Audio visuals are available from the Audio Visual Department. They may bring and use any equipment, merchandise etc., such as:

A. Cash Register
B. Tire Display
C. Motorcycle
D. Men's Wear
E. Ladies Lingerie
F. Any type merchandise

The only limitation placed on the role playing teacher is time and the space of the classroom. The students may use any facilities available to them.

An evaluation form (see appendices) is given to each student for the evaluation of each of the other students, and each student evaluates each of their class peers. In this process, the student gains experience in evaluation. Each teaching simulation is critiqued by two or more students and the teacher educator.

II. ASSIGNED PAPERS

A. The student will interview a training director of a business or industry. The interviewer gives the student first hand experi-

ence in working with business people, which is a necessary part of the distributive education teacher's duties. Plus, the teacher will learn about various training methods used in industry that may transfer into the school classroom. The teacher will also be familiar with what the student must face at the training station or upon graduation from high school and upon entering the world of work.

In this paper the student will find the answers to the following questions:

1. What is the nature of the business and why do they have a training program?
2. What criteria do they use in selecting their instructors to teach in the training programs?
3. What criteria is used to select personnel from the business to participate in the training program?
4. What teaching methods are used in the training program?
5. How is the training program used by the business establishment to train entry level, mid-management, and top management personnel?
6. How may the distributive education teacher transfer the above information into the school classroom?

B. The student will do library research on a method of teaching. In this success the student will become knowledgeable about one or more methods that may be used in the school classroom.

The student will write a report on any selected method of teaching. The report will include:

1. History and/or background of the method.
2. How is the method used and what does it accomplish?
3. How would the student use this method in the distributive education classroom?

EVALUATION STRATEGIES

I. The evaluation for the methods course is based on the student's performance. The evaluation includes simulation exercises, observation, oral and written activities. Each student performs the following:

A. The student does a teaching simulation, which is evaluated by the student's peers for a maximum of 50% of the course grade.
B. The student completes a paper based on an interview with the training director of a business or industry.
C. The student completes a paper based on the research of a method of teaching.
D. The student observes and evaluates each teaching simulation on a standardized grading form.

E. The student completes unannounced quizzes.

II. The above formative evaluation activities are combined for the summative evaluation of the student's progress and are valued in the following formula:

50% — The teaching simulation which is graded by peers on a standardized grading form.

30% — The two papers which are graded for their usefulness in the distributive education classroom.

10% — The evaluation of peer teaching simulation which is graded for usefulness of the critique.

10% — The quizzes which are graded on the student's knowledge of the question.

APPENDIX A

Lesson Plan Sheet

Title _____ Date _____

Objectives:

Step I Preparation:

Step II Presentation

Topic or Steps	Key Points

Step III Application

Step IV Testing

Equipment, Supplies and References

Revisions:

APPENDIX B

Evaluation Form For Methods Class

Kent State University

TEACH BACK

Assign value of Poor through Excellent on each of the following ten items:

Scale:

Excellent	= A
Above Average	= B
Average	= C
Fair	= D
Poor	= F

Part I. Four Step Method of Teaching

1. Preparation (Stimulation and Motivation)	
2. Presentation (Items to be taught)	
3. Application (How may class be involved)	
4. Follow up (Any indication of follow-up)	

Part II. General Information

1. High school level
2. Usefulness in D.E.
3. Knowledge of content
4. Poise, appearance, voice
5. Understandable assignment
6. Pupil participation

Part III. Questions

Please number and put your remarks on the back of this form.

1. How would you improve this teachback?
2. What could be done to further motivate the student in this situation?
3. Constructive comments:

APPENDIX C
Training Plans as a Method of Teaching

The training plan provides the teacher with an instrument to organize classroom instruction and the method of teaching to use. It indicates what instruction is common for the large group, what may be accomplished in small groups and that which must be done as an individualized activity. It helps the teacher to accumulate materials needed for the classroom and to give guidance toward the occupational objective.

APPENDIX D
D.E.C.A. as a Method of Teaching

The many activities of DECA affords the teacher the opportunity to teach the students how to succeed in today's economic society. The four points of the DECA diamond listed below provide direction to that method of teaching:

1. Leadership Development
2. Social Intelligence
3. Vocational Understanding
4. Civic Consciousness

The youth organization instills enthusiasm and motivates the student to use their abilities by involving them in community activities, State Leadership Conference, Employer-Employee Banquet and an array of activities. By meeting and working with community leaders, it opens doors for the student to enter the business community before and after graduation from high school or higher education.

RESOURCES FOR THE COURSE

Mattingly, John D., *Methods of Teaching Distributive Education*. Course Outline. Kent State University, Kent, Ohio.

Projects for In-School Programs. Compiled at a Distributive Education Workshop, 1977. Kent State University. John D. Mattingly, Director.

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Topic Analysis for Vocational Teacher Education

CURRICULUM DEVELOPMENT FOR DISTRIBUTIVE EDUCATION

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CURRICULUM DEVELOPMENT FOR DISTRIBUTIVE EDUCATION

NEED FOR THE COURSE

The course described within this paper, Curriculum Development for Distributive Education, has been designed to provide the future distributive education teacher-coordinator with the competencies necessary to organize instructional material for use in the distributive education program.

This course is only a part of the teacher-education experience for future distributive education teacher-coordinators. It is necessary since all teacher-coordinators must develop the ability to construct curriculum for high school distributive education programs. There is a need to develop this in-school portion of the distributive education coordinators' task since it is closely correlated with the on-the-job portion of the program. The curriculum course will provide the future teacher with the background in materials needed to teach marketing and distribution on the high school level as well as the adult level.

It is a recognized fact that distributive education teachers must teach students on both the individualized level and the related instruction level. The curriculum development in this course will relate to both of these needs.

Curriculum is designed for either undergraduate or graduate students who have as their goal to become distributive education teachers. They may become teachers in either the in-school simulation program of distributive education or in the cooperative distributive education program. This course is designed to meet either one of these requirements.

INSTRUCTIONAL OBJECTIVES

1. To acquaint students with the specialized concept of distributive education as it applies to the field of marketing and distribution.
2. To acquaint students with the development of curriculum needs for distributive education programs on the high school level which is based upon specific goals and measurable program objectives which facilitate and support the needs of students in the program.
3. To acquaint the future teacher with the technical materials, resource materials, and literature available in the field of marketing and distribution.
4. To provide the future teacher with the information necessary to make decisions regarding the procurement of supplies and equipment for the distributive education classroom.
5. To enable the future teacher to prepare courses of study, teaching outlines, and materials for the distributive education high school classroom and adult course work in varied institutional settings.

COURSE OUTLINE

A topical outline of the material which should be taught in the curriculum development course is as follows:

This outline was developed by all vocational distributive education teacher-educators in Ohio, September, 1978. All areas of the outline are to be covered. The amount of class time for each area should be prorated according to the total number of class hours available for the course; however, it has been designed for 40 hours of instruction.

I. The Specialized Concept of Distributive Education (3 class hours)

- A. The scope of distributive education in meeting social and individual needs.
- B. The modern concept of the curriculum.
- C. Analysis of the objectives in a vocational curriculum.
- D. Analysis of general content material offered in distributive education.
- E. Adapting curriculum to individual student needs.

II. The Effective Use of Distributive Education Facilities for Instruction (4 class hours)

- A. A large group instructional area
- B. A small group instructional area
- C. An individual instructional area
- D. A display laboratory or a local business facility
- E. An office-counseling area
- F. A storage area

III. The Effective Use of Distributive Education Equipment and Supplies. (2 class hours)

- A. Seating requirements
- B. Files and storage
- C. Audio-visual equipment
- D. Financial budget for supplies and equipment
- E. Technical equipment use in distributive education

IV. Types of Instructional and Resource Materials Needed (2 class hours)

- A. Classification of technical content materials
- B. Classification of related content materials
- C. Sources and collection of materials

V. Analysis of Criteria for Selection of Supplemental Instructional Materials (2 class hours)

A. The objectives of selection
B. The guidelines for selection of supplemental instructional materials
C. Evaluation of methods for selection of materials

VI. Educational and Legal Aspects of Preparing or Duplicating Materials (2 class hours)

A. Educational needs of the individual student
B. Laws affecting use and duplication of resource material
C. Guidelines for application of technical matters

VII. Selection and Use of Textbook Material (4-5 class hours)

A. Guidelines in textbook selection
B. Analysis and evaluation of textbooks in the field
C. Analysis of workbooks and allied materials accompanying textbooks

VIII. Correlation of Resource Materials with Textbook (4 class hours)

A. Survey of literature
B. Building a bibliography of materials
C. Analysis of the needs of the student
D. The relation of training station/laboratory needs for classroom needs
E. The use of advisory committees in selection of technical materials, resource materials, equipment, and supplies.
F. The correlation of instruction with training plans
G. The development of the teaching outline
   1. format
   2. technical and educational content
   3. development of instructional aids for teaching
   4. development of suggested learning activities
   5. application techniques
   6. testing and questioning techniques

IX. Writing Instructional Materials for Group and Individual Instruction (3 class hours)

A. Analysis of the types of formats to be used
B. Developing informational units
C. Developing "doing" and demonstration units
D. Development of testing instruments
E. Criteria for evaluating the written instructional sheet

X. Preparation of the Course of Study (8-10 hours)

A. Student assignments from selected materials according to individual needs
B. Student classroom presentations for discussion purposes

XI. The Use of the Interstate Distributive education Curriculum Consortium (IDECC) materials for classroom instruction (6class hours)

A. The orientation to IDECC
B. The varied tasks of the learning manager
C. Student responsibilities
D. Simulation in the use of the IDECC system

INSTRUCTIONAL STRATEGIES

1. An evaluation of the textbooks and materials used in the distributive education classroom.
2. Preparation of courses of study for use in distributive education high school programs and adult education programs, including course outlines and lesson plans.
3. An analysis of materials needed to develop specialized curriculum materials according to the individual needs of students.
4. Presentations by representatives of major book companies publishing for distributive education needs.
5. An evaluation of supplies and equipment designed for use in the distributive education classroom.

EVALUATION STRATEGIES

Student evaluation may be based upon the following in determining a final grade for this course in curriculum development:

Development of course of study materials	40% *
Classroom presentation of course of study materials	20%
Development of technical materials for use in the distributive education classroom	20%
Final examination	20%
Total	100%

*considered the most important for evaluation

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Mager, Robert F. *Preparing Instructional Objectives*. Belmont, California: Fearon Publishers, 1962.

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Mager, Robert F. and Kenneth M. Beach, Jr. *Developing Vocational Instruction*. Belmont, California: Fearon Publishers, 1967.

Mason, Ralph E., and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Danville Illinois: The Interstate Printers and Publishers, Inc., 1976.

Booklets

The Heart of Instruction, Ohio Department of Education, Division of Vocational Education, 1977:

Series #4, Selection and Use of Instructional Resources
Series #5, Selection and Use of Teaching Strategies
Series #6, Effective Lesson Plans and Assignments
Series #10, Classroom and Laboratory Management

Selected Materials from the Ohio Distributive Education Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

Other Resources

Textbooks, workbooks, and teaching aids available from the major distributive education publishers (i.e. Southwestern Publishing Company and Gregg McGraw Hill).

The entire IDECC system, including teacher and pupil materials, available from Interstate Distributive Education Curriculum Consortium, 110 Townshend Hall, 1885 Neil Avenue, Columbus, Ohio 43210.

Topic Analysis for Vocational
Teacher Education

COORDINATION TECHNIQUES DISTRIBUTIVE EDUCATION

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COORDINATION TECHNIQUES IN DISTRIBUTIVE EDUCATION

NEED FOR THE COURSE

The course described within this paper, Coordination Techniques in Distributive Education, has been designed to provide the future distributive education teacher-coordinator with the competencies necessary to organize, coordinate, and manage a cooperative distributive education program.

The cooperative program in distributive education is a supervised work experience program and the future teacher-coordinator of this program must be thoroughly familiar with all of the aspects of coordination as outlined in the accompanying course outline.

Distributive education is a program of vocational instruction designed to meet the needs of students who desire to enter, progress, upgrade, and improve their skills, attitudes, knowledge and ability in occupations involving one or more of the marketing functions. The functions of marketing include buying, selling, storing, transporting, risk bearing, financing, marketing research, standardizing and grading as performed by proprietors, managers and employees in retail, wholesale, and service business and in those marketing activities performed by manufacturers and producers.

The cooperative program, where coordination of classroom instruction and on-the-job instruction is necessary, involves those students in Ohio who are classified as seniors. The work experience requirement is an average of fifteen hours per week for the entire school year, presumably thirty-six weeks. It is therefore the task of the teacher-coordinator to supervise this on-the-job work experience; this task is called coordination.

The projected demand for teacher-coordinators in the distributive education programs in Ohio exceed one hundred per year for the next five years. Teacher-educators in universities preparing distributive education teacher-coordinators have the challenge of promoting, enrolling, and preparing prospective distributive education coordinators to meet the anticipated need of over one hundred new coordinators each year. The demand for new teacher-coordinators is not expected to decrease in the near future.

INSTRUCTIONAL OBJECTIVES

1. The future teacher-coordinator will be able to coordinate a cooperative program in distributive education.
2. The future teacher-coordinator will be able to evaluate student progress on the job.
3. The future teacher-coordinator will be able to work with business and the school community.

4. The future teacher-coordinator will be able to develop a good public relations program for distributive education.
5. The future teacher-coordinator will be able to interest students in the cooperative distributive education program in high school.

TOPICAL OUTLINE

The topical outline of the material which should be taught in the distributive education coordination techniques course follows.

This course is designed for 30 to 40 class hours of instruction.

I. The Specialized Concept of *Cooperative Distributive Education* (1-2 hours)

- A. The scope of distributive education in meeting social and individual needs.
- B. The concept of coordinating a cooperative distributive education program and the tasks involved.
- C. An analysis of the objectives for the cooperative distributive education program.

II. The Advisory Committee in the Cooperative Distributive Education Program (2-3 hours)

- A. Selection and tenure of members of the advisory committee.
- B. Plans and agendas for advisory committee meetings.
- C. Duties of the advisory committee:
  1. Make contacts with potential employers.
  2. Conduct community surveys
  3. Secure new training stations
  4. Evaluate the distributive education program as a whole
  5. Serve as a "sounding board" for curriculum
  6. Publicize the distributive education program

III. Scheduling Students' Work Programs (1-2 hours)

- A. Arrange schedule so that all required courses can be completed.
- B. Arrange schedule to work hour requirements may be met.
- C. Allow travel time to the training agency.

IV. Developing and Using a Training Plan for Each Cooperative Student

- A. Need for the training plan.
  1. Career objectives as the basis for the training plan.
  2. Needed instruction outlined on the training plan.
- B. Joint effort of student, employer, and coordinator in developing the training plan.
- C. Related instruction needed in the classroom.
- D. Checking student progress on the training plan.

V. Qualification of Students for the Cooperative Program (2-3 hours)

A. Student must have career objective in distributive taxonomy.
B. Student must be employable.
C. Good attendance and average academic record must be evident.
D. Student must possess the ability to get along with others and be mentally alert, dependable, ambitious, and have a good personal appearance.

VI. Selection and Evaluation of the Training Stations (2-3 hours)

A. Training station must fulfill career objective for student.
B. Appointment and orientation of training sponsors.
C. Reputation of training station in community.
D. Willingness on part of the training station to execute a training agreement.

VII. Placement of Students at the Training Stations (3-4 hours)

A. Must consider career objectives and future goals.
B. Determine learning needs of the students.
C. Correlate learning needs with career objectives.
D. Prepare students for job entry.

VIII. Working with the Training Station (4-5 hours)

A. Introduce the program to employers.
B. Confer with employers and/or sponsors.
C. Place students in training station.
D. Explain training responsibilities to employers and/or sponsors using the training plans.
E. Complete training plans with career objective in mind.
F. Secure instructional material to correlate job training with classroom instruction.
G. Provide and follow-up on plans for rotation of the student on the training plan.
H. Observe actual employment and working conditions.
I. Develop new training stations.
J. Evaluate student progress at the training station.
K. Observe the student at work and study working conditions at the training station.
L. Determine that part of the job in which the student needs most improvement.
M. Secure facts needed for counseling in interviews with students.
N. Determine the need for adult distributive education training.

IX. Techniques of Supervision of Trainees at Training Stations (3-4 hours)

A. Arrange convenient time for conferences with employers and/or sponsors.
B. Frequency of visitation to the training station
   1. Need for the visitation.
   2. Follow-up of former visits.
   3. Utilization of time alloted for coordination.
C. Use of distributive education profile for student-trainee.

X. Establishing Good Public Relations in the Cooperative Program (2-3 hours)

A. Plan and initiate school and community service projects
B. Secure cooperation with local communications systems.
C. Disseminate distributive education information to parents, school personnel, business people, students, and other interested groups.
D. Visit students' homes to explain the cooperative program.

XI. Forms Used in the Cooperative Program (3-4 hours)

A. Training plans
B. Evaluation forms
C. Statement of policy or code of ethics
D. Training agreements
E. Parental permission forms
F. Work permits
G. State reports
H. Local plan for vocational distributive education

XII. Duties Performed During Extended Service (2-3 hours)

A. Evaluation of the total program
   1. Prepare annual report for local schools and Division of Vocational Education.
   2. Follow up work of students who have been employed and want to continue work.
   3. Evaluate the program.
   4. Follow-up of former students.
B. Planning for the new school year.
   1. Develop training plan for each student
   2. Visit homes of students selected
   3. Interview prospective students
   4. Examine and evaluate the school record of each student
   5. Arrange work pattern for students who want to work during summer

6. Arrange for displays and new materials from participating businesses
7. Set up the program for the year to include adult distributive education classes
8. Prepare for teacher-training conference assignments
9. Select textbooks and reference materials
10. Make out film requisition for the year and preview new films
11. Develop teaching aids
12. Recondition classroom equipment
13. Participate in conferences of distributive education coordinators
14. Conduct community surveys to determine opportunities for student placement
15. Arrange student interviews with cooperating employers

C. Public Relations activities during extended service
1. Acquaint new managers and possible training stations with distributive education program.
2. Follow up requests of employers for summer employees
3. Conferences with employers
4. Prepare promotional materials
5. Secure program support from trade, business and civic organizations

XIII. Evaluation of the Cooperative Program (2-3 hours)

A. PRIDE evaluations
B. North Central Evaluations
C. Student follow-up at training stations
D. Advisory committee evaluations of the distributive education program
E. School administration evaluation
F. Training sponsor evaluations of the program

XIV. The Youth Activities Program in Relation to Coordination (2-3 hours)

A. Coorelation of the youth program with on-the-job experiences
1. Competitive events and conferences
2. Employer-employee functions
3. Guest speakers for the distributive education classroom

B. Civic Acitivities
1. Presentations to service groups
2. Benevolent projects

C. Fund-raising activities
1. Contacting fund-raising organizations
2. Conducting fund-raising campaigns
3. Student development through fund-raising activities

INSTRUCTIONAL STRATEGIES

In order to complete all of the instructional objectives and cover the suggested content, the teacher-educator in distributive education must utilize a variety of instructional strategies to maximize the students' learning in class. The classroom activities for this coordination techniques class should therefore include a balance between lecture, small group discussion, guest speakers, role playing simulations, interviews, surveys, observation of existing programs, forms utilized in the coordination of the cooperative program, and state report form requirements.

One of the many facets of the future teacher's responsibility that affect coordination techniques is that of management of the on-the-job experiences for students. The success of a teacher as a coordinator is dependent to a large degree on the ability to plan and carry out those experiences which lead to a good understanding and knowledge of the course objectives outlined above. This plan is concerned with how one goes about coordinating as well as what is taught in coordination. For this reason, such instructional strategies as role playing, interviews, surveys, and observations are particularly important for the future teacher-coordinator. Each teacher-educator is faced with devising plans for managing this very important part of the coordination techniques course.

EVALUATION STRATEGIES

Formative and summative evaluation procedures should be used to determine the degree of competence which the student has gained in the coordination techniques course. Formative evaluations on short written assignments on a weekly basis provide the student with immediate feedback and assures the teacher-educator that students are understanding the assignments.

Two types of summative evaluations should be required for this course. Each student should be required to:

1. Submit a report of observations of existing programs where coordination techniques were noted.
2. Take a comprehensive mid-term examination and a comprehensive final examination, both based upon the stated course objectives.

In determining the final grade for the course in coordination techniques, the following might be considered:

1. Classroom participation, simulation activities, and role playing	20%
2. Short written assignments	20%
3. Observations of coordination techniques in existing programs	20%

4. Mid-term comprehensive examination		20%
5. Final comprehensive examination		20%
	Total	100%

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Topic Analysis for Vocational Teacher Education

OCCUPATIONAL WORK ADJUSTMENT COORDINATION AND PROGRAM MANAGEMENT

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OCCUPATIONAL WORK ADJUSTMENT COORDINATION AND PROGRAM MANAGEMENT

COURSE DESCRIPTION

The course described within this paper has been designed to provide the student with the competencies necessary to organize, coordinate and manage an Occupational Work Adjustment (OWA) program.

NEED FOR THE COURSE

OWA is a work experience and career exploration program serving fourteen and fifteen year-old students who have demonstrated non-achievement in the traditional school program. Students enrolled in OWA receive at least ninety minutes of work experience and ninety minutes of related instruction daily under the direction of an OWA teacher coordinator. The students also participate in at least two regular academic courses. The purposes of OWA are to orient students to the world of work and motivate students to continue their high school education. OWA is known as the Work Experience and Career Exploration Program (WECEP) at the federal level. WECEP is administered through the U.S. Department of Labor.

Although half the states in the nationa currently operate WECEP type programs, Ohio's OWA program is by far the largest serving approximately 9,000 students under the direction of 450 teacher coordinators. Ohio is also one of the few states that require a program of preservice and inservice training and a valid teaching certificate specific to the program.

The projected demand for new OWA teacher coordinators will exceed seventy-five per year for the next five years. The Ohio Division of Vocational Education expects to create ten to thirty new teacher units each year. The attrition rate of existing coordinators will also account for thirty to fifty vacancies each year. It is not uncommon for OWA coordinators to move into other positions of leadership and responsibility in the field of education, i.e., administration, supervision and guidance.

The need for new programs is critical since twenty percent of students enrolled in the ninth and tenth grades in Ohio are potential dropouts. The demand for new teacher coordinators in the OWA program is not expected to decrease at any time in the near future.

RATIONALE

On the surface, the Occupational Work Adjustment program resembles a number of other programs that utilize job stations as an extension of the classroom. Upon closer examination, however, the OWA program is significantly different from all other programs.

OWA is both a career exploration and a work experience program. Students learn general vocational skills while gaining valuable experiences that will assist them in making vocational decisions at a later date. In contrast, other cooperative vocational programs are designed to prepare students for entry level occupations related to the students perceived career objective.

The OWA program emphasizes remediation in an attempt to place formerly underachieving youth successfully in the regular academic or vocational program. Although work is an integral part of the OWA program, adjustment within the school environment is of prime importance. The emphasis in other coop programs is directed to the world of work after graduation.

Because the OWA program emphasizes adjustment within the school environment, the successful operation of an OWA program requires the completion of tasks seldom emphasized in traditional teacher education courses related to coordination.

Albright, Nichols and Pinchak in a major E.P.D.A. study conducted at Kent State University in 1975 discovered one hundred twelve teacher competencies necessary for the successful operation of an OWA program. Thirty of the competencies identified were in the area of program management. Sixteen of the competencies identified were in the area of coordination (see appendix).

Not surprisingly, the researchers found that OWA coordinators utilize a great deal of coordination time conducting home visitations, teacher conferences and individual student counseling sessions. In addition to the coordination of job stations, coordination activities include interaction with administrators, teachers, students, parents and community agencies.

Perhaps the most unique aspect of the OWA program is the target population it is designed to serve. Students are fourteen and fifteen years old and, therefore, younger than students in other coop programs. Over fifty percent of OWA programs are located in junior high schools. Students enrolled in the program have been unsuccessful in the regular educational program as the result of one or more differences, deficiencies or debilitations. The individual needs of OWA students require a broad spectrum of coordination activities for the teacher coordinator.

The course described below is designed to prepare teachers for the wide range of responsibilities connected with the operation of this unique educational program.

INSTRUCTIONAL OBJECTIVES

At the completion of a course in the coordination and management of an Occupational Work Adjustment program, the student should have demon-

strated the knowledge, skills and attitudes necessary for the completion of each of the following tasks.

The prospective teacher coordinator is able to:

1. Develop a presentation on program philosophy and goals.
2. Identify state and federal guidelines.
3. Assist students in scheduling adjustment.
4. Develop a process and procedure for student selection.
5. Maintain a personal data file on each student.
6. Conduct a successful home visitation.
7. Inform parents of their responsibilities.
8. Involve the family as a primary source of student reinforcement.
9. Inform employers of their responsibilities.
10. Identify entry level jobs in the community.
11. Establish a policy and procedure for job placement.
12. Develop student training plans.
13. Evaluate student progress at the training station.
14. Devise problem solving techniques.
15. Conduct teacher to teacher conferences.
16. Arrange guided field experience.
17. Prepare a budget.
18. Compile accurate up-to-date records.
19. Organize a club program.
20. Organize and/or conduct a local program review.
21. Conduct a PRIDE review.
22. Conduct a student follow-up study.
23. Direct students into alternative programs.
24. Organize an advisory committee.
25. Publicize program in the school.
26. Publicize program in the community.
27. Develop public relations literature.

28. Organize units of instruction on career exploration.

29. Identify field trip sites.

30. Identify resource people.

INSTRUCTIONAL STRATEGIES

To complete all of the instructional objectives the instructor must utilize a variety of instructional strategies to maximize the student's learning in class and between classes. Classroom activities should include a balance between lecture, small group discussion, guest speakers and simulation activities. Assignments outside of class should include at least two classroom visitations, interviews and numerous short written assignments.

EVALUATION STRATEGIES

The students final grade will be determined on the following weighted factors:

1. Classroom participation, simulations and role playing	20%
2. Program observations (at least two)	20%
3. Mid-term examination	20%
4. Final examination	20%
5. Short written assignments	20%
Total	100%

COURSE OUTLINE

OWA Program Background

A) Philosophy of Vocational Education
B) Philosophy of Work Experience Programs
C) Philosophy of Disadvantaged Vocational Programs
D) Identification of the Disadvantaged and the Handicapped
E) Federal and State History
F) Administration of Ohio's Vocational Programs

COMPETENCY: Develop a presentation on program philosophy and goals

OWA Program Criteria

A) Coordinator
B) Instruction and Program Content
C) School Eligibility

D) Enrollment Requirements
E) Scheduling

COMPETENCIES: (1) Identify State and Federal Guidelines
(2) Assist students in scheduling adjustment

Student Selection

A) Program Criteria
B) Identification Process
C) Resources
D) Purpose of Home Visitations

COMPETENCIES: (1) Develop a process and procedures for student selection
(2) Maintain a personal data field on each student
(3) Conduct a successful home visitation
(4) Inform patents of their responsibilities
(5) Involve the family as a primary source of student reinforcement

Selecting Training Stations

A) Purpose of Work Experience
B) Applicable Federal and State Labor Laws
C) Identification of Private and Public Sector Job Stations
D) Pre-placement Orientation (30-hour plan)
E) Work Evaluation
F) Use of Training Plans

COMPETENCIES: (1) Inform employers of their responsibilities
(2) Identify entry level jobs in the community
(3) Establish a policy and procedure for job placement
(4) Develop student training plans

Use of Coordination Time

A) Coordinators Responsibilities
B) Coordination of Job Stations
C) Counseling Students
D) Teacher Conference
E) Preparation and Planning
F) Home Calls
G) Program Reporting

COMPETENCIES: (1) Evaluate student progress at the training station
(2) Devise problem solving techniques
(3) Conduct teacher to teacher conferences
(4) Arrange guided field experiences
(5) Prepare a budget
(6) Compile accurate up-to-date records

OWA Youth Organization

A) Purpose and Goals
B) Activities
C) Youth Awards Program

COMPETENCY: Organize a club program

Public Relations

A) Advisory Committees
B) In-School
C) Community

COMPETENCIES: (1) Organize an Advisory Committee
(2) Publicize Program in the School
(3) Publicize Program in the Community
(4) Develop Public Relations Literature

Program Evaluation and Follow-Up

A) Local Evaluation
B) State Evaluation
C) Student Follow-Up
D) Program Alternatives

COMPETENCIES: (1) Organize and/or conduct a local program review
(2) Conduct a Pride Review
(3) Conduct a student follow-up study
(4) Direct students into alternative program

Career Development and Exploration

A) Phases of Development
B) Need for Career Exploration
C) Activities for related class

COMPETENCIES: (1) Organize units of instruction on career exploration
(2) Identify field trip sites
(3) Identify resource people

Comparison and Contrast Between OWA and Other Related Programs

A) Program Criterias
B) Administration of Programs
C) Student Populations
D) Curriculum
E) Youth Organizations
F) Coordinator's Duties

APPENDIX A

PROFESSIONAL COMPETENCIES FOR OWA TEACHER COORDINATORS AS IDENTIFIED IN THE 1975 E.P.D.A. STUDY AT KENT STATE UNIVERSITY

Program Management:

1. Estimate cost of materials
2. Implement program modifications
3. Research current trends in business and industry
4. Establish a plan for continuing professional in-service education
5. Assist students in scheduling adjustments
6. Organize a club program
7. Organize an advisory committee
8. Maintain a personal data file for each student
9. Develop a presentation on program philosophy and goals
10. Identify learning disabilities
11. Publicize program in community
12. Publicize program in community
13. Identify personality patterns
14. Conduct a PRIDE review
15. Identify resource people
16. Identify possible field trip sites
17. Complete state reports
18. Identify state and federal guidelines
19. Prepare a budget
10. Develop a filing system
21. Compile accurate, up-to-date records
22. Establish student transportation procedures
23. Develop positive reinforcement techniques
24. Arrange guided field expeirences

25. Communicate individual subject goals to faculty and administration
26. Coordinate activities with law enforcement agencies and the courts
27. Organize and/or conduct a local program review
28. Conduct a student follow-up study
29. Conduct an employer appreciation program
30. Develop local program objectives

Curriculum

31. Estimate time sequence for a unit for instruction
32. Develop a unit plan
33. Construct instruments to evaluate instructional objectives
34. Organize a unit of instruction on career education
35. Incorporate deductive thinking into curriculum
36. Incorporate inductive thinking into curriculum
37. Write behavioral objectives
38. Administer appropriate diagnostic tests
39. Utilize results of diagnostic tests
40. Utilize audio-visual aids
41. Incorporate business and industrial manuals in curriculum
42. Utilize results of achievement tests
43. Complete a two-year course of study
44. Organize a weekly plan of instruction
45. Construct a system of reporting student progress to students and parents
46. Locate instructional materials
47. Select instructional materials
48. Contact reading resources and publication houses
49. Construct a lesson plan

Classroom Management:

50. Give a lecture
51. Present a demonstration
52. Conduct a student conference
53. Design and organize the physical plan of a classroom
54. Group students for small group instruction
55. Develop a system of material storage
56. Develop a schedule for cleaning work areas
57. Moderate student discussion of sensitive issues
58. Prepare a schedule of activities
59. Chart student progress
60. Identify emotional factors that affect classroom environment
61. Develop a system of recording attendance
62. Determine effectiveness of instruction

63. Utilize available classroom facilities
64. Operate audio-visual equipment
65. Implement team teaching
66. Stimulate learning through "brainstorming", "buzz group", and "question box techniques"
67. Employ oral questioning techniques
68. Employ role-playing and simulation techniques
69. Employ project method of learning
70. Establish a student tutoring program
71. Utilize problem-solving strategies

Coordination:

72. Construct a procedure for job relocation or rotation
73. Evaluate student progress at a training station
74. Identify entry level jobs in the community
75. Develop a process and a procedure for student selection
76. Conduct a successful home visitation
77. Conduct a parent-teacher conference
78. Establish a policy and procedure for job placement
79. Conduct a teacher-to-teacher conference
80. Coordinate activities with participating schools
81. Develop public relations literature
82. Develop student training plans
83. Inform employer of student in-school progress
84. Inform employers of their responsibilities
85. Inform parents of their responsibilities
86. Involve the family as a primary source of student
87. Inform school officials of their responsibilities

Remediation:

88. Identify emotional factors which contribute to reading difficulties
89. Identify intellectual factors which contribute to reading difficulties
90. Assess student reading level
91. Diagnose reading problems
92. Prescribe remedial math activities
93. Prescribe remedial reading activities
94. Assess student comprehension of math concepts
95. Devise alternative methods of grading
96. Incorporate world of work into math instruction
97. Evaluate student reading progress
98. Identify physical factors which contribute to reading difficulties.
99. Administer appropriate diagnostic reading tests
100. Diagnose specific reading difficulties

101. Identify educational factors that contribute to reading difficulties
102. Interpret results of vocational tests
103. Devise problem-solving techniques
104. Identify symptoms of drug abuse
105. Locate help for drug related problems
106. Develop value clarification strategies
107. Identifying counseling techniques
108. Inform students of scholarships and grants available
109. Conduct orientation for available academic and vocational programs.
110. Identify requirements of local vocational programs
111. Assess the ability of individual to modify his or her behavior
112. Direct students into alternative programs

APPENDIX B

DISCRIPTIVE SUMMARY

Course Description

This course is designed to provide the student with competencies necessary to organize and coordinate an occupational work adjustment program.

Course Objectives

1) To provide the student with the information and experiences necessary for organizing an OWA program
2) To examine the major components of the disadvantaged work experience programs
3) To examine the major duties and responsibilities of an OWA teacher coordinator

Court Text

Distributive Education Services, *Occupational Work Adjustment Coordinator's Handbook*, Columbus: Ohio State Department of Education, Division of Vocational Education.

Class Procedures

1) Lecture, Small Group Discussions, Role Playing and Simulation
2) Program Observations
3) Guest Resource Speakers

Student Requirements

1) Class Participation, Simulations and Role Playing - 20%
2) Programs Observations (at least two) — 20%
3) Mid-Term Exam — 20%
4) Final Exam — 20%
5) Short Written Assignments — 20%

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Topic Analysis for Vocational Teacher Education

METHODS AND TECHNIQUES IN TEACHING THE DISADVANTAGED YOUTH

prepared by
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METHODS AND TECHNIQUES IN TEACHING THE DISADVANTAGED YOUTH

COURSE DESCRIPTION

This course is designed to be a beginning course for those students interested in working with disadvantaged youth. This course is designed to give the student a general knowledge of disadvantaged youth.

The course is required for students enrolled in the Occupational Work Adjustment (OWA), undergraduate program at Kent State University. The course is also pertinent for vocational teachers who have a desire or need to understand those disadvantaged students enrolled in their vocational programs.

NEED FOR THE COURSE

It is clear from the mandates of the Vocational Amendments of 1976 that Vocational Education has been given the unique responsibility to provide occupational skills for disadvantaged students. It has become the responsibility of Vocational Education to attempt to give to the disenfranchised student the tools to enter society and be successful.

The institutions in this country are examples of how society has failed to instill in these youths a sense of purpose and needed skills.

Vocational Education is ready for the challenge of assisting our society in working with some of its problem citizens. Programs such as Occupational Work Adjustment have been working with the disadvantaged student for a number of years.

Because of the charge given to Vocational Education, it has become even more important that future OWA teachers be trained in understanding and assisting these special students.

This special charge given to Vocational Education also affects all vocational educators. Such a program as OWA is concerned with changing the students' poor attitudes and increasing the students' academic ability. The regular vocational teacher can then continue the students' education by enhancing the basic skills obtained in OWA to help the student become a productive citizen.

This course is designed to assist the future OWA teacher and those vocational teachers who understand the need of assisting our society by providing the right kind of education to our disadvantaged students.

COURSE OBJECTIVES

As a result of participating in this course, the future teacher of OWA will be able to:

1. Define the term "disadvantaged" as used in vocational education.

2. Examine the rationale of work experience programs for disadvantaged youth.
3. Identify the characteristics of disadvantaged youth.
4. Examine the teaching methods and curriculum components for disadvantaged youth.
5. Identify the characteristics of teachers of disadvantaged youth.
6. Identify the major types of vocational work experience programs serving Ohio's disadvantaged youth.
7. Understand the social problems that face disadvantaged youth.

COURSE CONTENT OUTLINE

1. **History and Philosophy of Vocational Education**
   A. History of Vocational Education
   B. Philosophy of Vocational Education in Ohio
   C. Federal and State Laws Affecting Vocational Education
   D. State Structures of the Ohio Department of Vocational Education
2. **Definitions of Disadvantaged**
   A. Academically Disadvantaged
   B. Socioeconomically or Culturally Disadvantaged
   C. Handicapped Definitions — as different from disadvantaged
   D. United States Office of Education Definition of Disadvantaged
3. **Definition and Philosophy of work Experience Programs**
   A. Definition of Work Experience Programs
   B. History of Work Experience Programs
   C. Types of Work Experience Programs
4. **A Look at What Disadvantaged Means**
   Explain to the class what it means to grow up poor in America. Cover such points as:
   A. Middle Class Attitude Toward the Poor
   B. Learning Experiences of a Middle Class Child as Opposed to a Poor Child
   C. Give Statistics About the Poor
   D. The Special Ghetto Problem
   E. Lack of a Family, a Description of Typically Disadvantaged Parents
5. **Characteristics of the Culturally Disadvantaged Student**
   The following points should be covered:
   A. A View of Society Limited to Their Immediate Family
   B. Tendency to Be Insecure, Agressive, and Delinquent

C. Tendency to Live in the Present and Inability to Project Expectations into the Future
D. A Negative Self-Image
E. Lack of Class Supervision by Adults; used to Harsh Forms of Corporal Punishment
F. Ambivalent Attitudes Toward Authority
G. Little Preparation for Coping with the Kinds of Verbal and Abstract Behavior Frequently Demanded by Schools
H. Quite Often Perform Several Years Below Grade Level on Verbal Tests, but Demonstrate Normal Learning Potential on Non-Verbal Tests
I. Tendency to be Creative, Motivated, and Develop Proficiency in Areas Where Their Interests Are

6. **Learning Process of the Disadvantaged Youth**
   A. A Discussion of What a Learning Process Is
   B. Learning as Formal, Life Situation, and Vicarious
   C. Learning Process of the Disadvantaged
      1) Language skills
      2) Inability to listen
      3) Delayed gratification
      4) Attention abilities
      5) Attitude toward school assignments
      6) Attitude toward the "now" and practical
      7) Adults as teachers
      8) Order of solving problems
      9) Inductive and deductive reasoning
      10) Summary of the learning style of disadvantaged students

7. **Strengths of the Disadvantaged Youth**
   A. Remedial Skills Can be Developed
   B. Orderly and Consistent Atmosphere
   C. Is Accepting Responsibility Quite Early in Life
   D. Has Good Body Coordination
   E. Is Physically and Visually Centered
   F. Indifferent to Status and Prestige
   G. Being Honest in Presenting Feelings
   H. Accepts Group Values as Opposed to Individual Values

8. **Appropriate Methods to Teach the Disadvantaged Youth**
   A. Teacher Must Not Have Pre-Conceived Expectations of Academic Ability
   B. Physical Problems Must be Dealt with First: Clothing, Hunger, a Home
   C. Early Education — Head Start Programs

D. Involve Parents
E. A Special Curriculum Based on Individual Needs
F. Practical Learning Experiences
G. Concentrate on Learning a Few Concepts
H. Constructive Challenges
I. Orderly Learning
J. Consistent Teaching
K. Group Work
L. Diagnosing Needs of Students
M. Learning to Think
N. Socially Acceptable Attitudes and Behaviors
O. Develop Self-Concept

9. **Type of Teacher Disadvantaged Students Students Seem to Need**
   A. Patient
   B. Versatile
   C. Quickly Analytic
   D. Humorous
   E. Optimistic
   F. Understanding
   G. Philosophical
   H. Creative
   I. Perceptive
   J. Flexible

10. **Federal and State Legislation Related to Programs for the Disadvantaged**
    A. Manpower Development Training Act
    B. Vocational Education Act — 1963
    C. Economic Opportunity Act — 1964
    D. Vocational Education Amendments — 1968
    E. Vocational Education Amendments — 1972
    F. Comprehensive Employment and Training Act — 1973
    G. Vocational Education Amendments 1974

11. **Work Experience Programs in Ohio for Disadvantaged Youth**
    A. OWA
    B. OWE
    C. Special Needs
    D. Title I
    E. Neighborhood Youth
    F. CETA

12. **Social Problems that Affect Disadvantaged Youth**
    A. Drug and Alcohol Problems
    B. Junveile Courts and Institutions
    C. Pregnancy and Sexual Problems

D. Runaways
E. Suicide

INSTRUCTIONAL STRATEGIES

In order to meet all the requirements of this course, the instructor should use the following instructional strategies:

1. Case Study: the students will be given a case and the students will analyze it and make recommendations.
2. Presentation: each student will lead a discussion or problem about some aspect of the study of disadvantaged youth. This will require some research.
3. Field Trip: the students will actually go to several vocational programs for disadvantaged youth.
4. Guest Speakers: various people who work in special programs will make presentations to the class.
5. Group Discussions: special small groups will be established to discuss certain issues or are presented a problem to solve.
6. Lecture: the students will listen to a prepared presentation by the instructor.
7. Problem Solving: the group will work on real problem faced by teachers of disadvantaged youth.

EVALUATION STRATEGIES

Classroom Participation: each student will be expected to take an active part in all classroom discussions.

Class Presentation and Paper: each student will research extensively some aspect of the study of disadvantaged youth and will make a presentation to the class. The student will prepare a short paper in advance, outlining the presentation.

Case Study: through participation in a small group, the student will be given a case and the student will analyze it and make recommendations.

Two Program Observations: each student will visit two work experience programs and observe the class in session. A one page reaction paper will be written for each visit.

Five Reaction Cards: each student will read five current articles related to disadvantaged students. On index cards the student will write a synapsis of the article and a personal reaction.

Final Examination: a take home examination will be required. Because of the large amount of material covered in this course, the questions are of the essay type.

APPENDIX

EXCERPTS FROM THE OHIO STATE PLAN FOR ADMINISTRATION OF VOCATIONAL EDUCATION REVISED 1977

Definition of Disadvantaged

a. The term "disadvantaged" means persons (other than handicapped persons) who
   (1) have academic or economic disadvantages, and
   (2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

b. "Academic disadvantage" for the purposes of this subpart, means
   (1) inadequate computation skills;
   (2) inadequate communication skills, or
   (3) inadequate general education.

c. "Economic disadvantage" for purposes of this subpart means
   (1) family income below poverty level;
   (2) dependence on government or other agency for support (such as persons who are institutionalized, or under State guardianship; or
   (3) unemployment or underemployment of the participant or the parent(s) or guardian(s) of the participant.

d. Eligibility of participation in the special programs supported by this section is limited to persons who, because of academic or economic disadvantaged
   (1) to not have, at the time of entrance into a vocational education program, the prerequisites for success in the program, or who
   (2) are enrolled in a vocational education program and who require supportive services or special programs to enable them to meet the requirements for the program as established by the State and local education agency

Education for Handicapped Ohio Law

The State Board of Education complies both with PL 94-142 and the State of Ohio compliance legislation under the Ohio Revised Code, HB-455.

Handicapped Identification

The State Board shell identify handicapped persons on the basis of criteria established and used by the Division of Special Education which has the responsibility for the basic education of handicapped persons. Such criteria will identify the handicapped as those persons who are mentally retarded,

hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired (crippled) or other health impaired persons who by reason there of require special education and related services and cannot succeed in regular vocational education programs without special educational assistance and/or may require a modified vocational education program.

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Topic Analysis for Vocational
Teacher Education

CURRICULUM DEVELOPMENT FOR OCCUPATIONAL WORK ADJUSTMENT PROGRAMS

prepared by
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CURRICULUM DEVELOPMENT FOR OCCUPATIONAL WORK ADJUSTMENT PROGRAMS

COURSE DESCRIPTION

Curriculum development for occupational work adjustment programs includes instructional learning packets, course of study, teaching methodology and techniques. Prerequisite: consent of the instructor.

RATIONALE

On the surface, the Occupational Work Adjustment Program resembles a number of other programs that utilize job stations as an extension of the classroom. Upon closer examination, however, the OWA Program is significantly different from all other programs.

OWA is both a career exploration and a work experience program. Students learn general vocational skills while gaining valuable experiences that will assist them in making vocational decisions at a later date. In contrast, other cooperative vocational programs are designed to prepare students for entry level occupations related to the students' perceived career objective.

The OWA Program emphasizes remediation in an attempt to place formerly underachieving youth successfully in the regular academic or vocational program. Although work is an integral part of the OWA Program, adjustment within the school environment is of prime importance. The emphasis in other co-op programs is directed to the world of work after graduation.

Perhaps the most unique aspect of the OWA Program is the target population it is designed to serve. Students are fourteen and fifteen years old and, therefore, younger than students in other co-op programs. Over fifty percent of OWA programs are located in junior high schools. Students enrolled in the program have been unsuccessful in the regular educational program as the result of one or more differences, deficiencies or debilitations. The individual needs of OWA students require a broad spectrum of coordination activities for the teacher coordinator.

STATEMENT OF PHILOSOPHY

A curriculum development course for disadvantaged work experience programs is many faceted in that it must not only address the academic needs of the student but also be comprehensive to the point of including the individual student's personal, social and life-adjustment needs. It therefore becomes essential that the coordinators of the Occupational Work Adjustment Programs be exposed to a curriculum development course which will

allow them to identify and develop a curriculum which is pragmatic in nature and humanistic in presentation.

A curriculum developed for the Occupational Work Adjustment Program must be structured so as to allow for large group instruction, small group instruction and individual instruction which will allow the student to move academically at a realistic pace. The curriculum must also be structured to allow for rewarding students for small steps as well as more comprehensive and complete achievements.

Preparation for curriculum presentation must consider many models of student learning and the potentially broad range of abilities. To this end, curriculum preparation for the Occupational Work Adjustment Classroom will consider cognitive, affective, and psycho-motor domains.

The sequencing of the curriculum is of vital importance, allowing for logical presentation of materials which will minimize student frustration; for it is the feeling of this author that if the student is to succeed there must be structure and the student must be fully aware of what is to be learned and how they will be measured in relation to the curriculum objectives.

INSTRUCTIONAL OBJECTIVES

The *instructional* objectives are:

1. To identify the population to be served and through the identification process the future teacher of OWA will realize the need for a specialized curriculum.
2. To permit the future teacher of OWA to survey supplemental materials used in the OWA Classroom and develop a rationale for the using of many and varied materials rather than a specific textbook.
3. To introduce the future teacher of OWA to various assessment instruments, commercial or teacher-made, which may be administered to identify student skill levels. Through the use of assessment materials and surveying of available supplemental materials, the future teacher of OWA will write and present individual and large group teaching outlines for a hypothetical OWA Classroom.
4. To provide the future teacher of OWA with the methods for developing teacher aids, for as overhead projectors, bulletin boards, etc.
5. To observe a minimum of five hours of actual OWA classroom instruction carried out by a certified OWA teacher coordinator.
6. To develop and present in writing a curriculum outline for use in the OWA Classroom.

7. To demonstrate the ability to present materials using various models of instruction through class presentation (simulated teaching situation).

8. To research current career development and exploration materials and develop a career exploration course of study.

CURRICULUM DEVELOPMENT OUTLINE

The following outline is designed to meet the course objective and all areas are to be covered. The outline is designed to be presented in a six quarter hour course or 2-3 quarter classes or sixty class hours.

I. Identification of Students to Be Served (3 class hours)
   A. A general description of typical O.W.A. student, as identified in *O.W.A. Coordinators Handbook*
   B. Establishing a hierarchy for student selection
   C. Establishment of an in-school committee to staff students identified as being able to benefit from the program

II. Use of Pre-Testing and Other Inventories (3 class hours)
   A. A surveying of commercial materials
   B. Identifying individual student needs through pre-testing
   C. Realizing the need for adequately prepared students for pre-testing
   D. Identify

III. Identifying Primary Content of the Curriculum and Its Components (4 class hours)
   A. Career exploration
   B. Personal adjustment skills
   C. Social and school adjustment skills
   D. Job entry-level skills
   F. Remediation of necessary educational skills such as language and mathematics

IV. Methods of Selecting and Evaluating Supplemental Materials for Classroom Use (3 class hours)
   A. Use of evaluation instruments to determine reading level of classroom materials
   B. Using and designing a CLOZE Test to effectively match students to desired materials
   C. Evaluating of materials to assure that the selected materials will meet stated objectives and that they are of high interest
   D. The development of guidelines for instructional material selection

V. Educational and Legal Aspects of Preparing or Duplicating Materials (2 class hours)
   A. Educational needs of the individual student
   B. Laws affecting use and duplication of resource material
   C. Guidelines for application of technical matters

VI. The Matching of Students' Educational Skill Level to Selected Materials (2 class hours)
   A. Using hypothetical pre-test charts and establishing on individualized program for a selected number of students

VII. The Writing of Performance Objectives Which Will Allow for the Successful Completion of Stated Curriculum Goals (3 class hours)
   A. Preparing an educational goal statment
   B. Writing performance objectives

VIII. Writing Instructional Materials (3 class hours)
   A. Analysis of the types of formats to be used
   B. Developing informational units
   C. Developing "doing" and demonstration units
   D. Development of testing instruments
   E. Criteria for evaluating the written instructional sheet

IX. Preparing Student Evaluations Which Measure Exit Requirements as Identified in the Performance Objective (2 class hours)

X. Preparing Individualized Learning Packets (6 class hours)
   A. Philosophy and purpose of individual learning packets
   B. Necessity for inclusion of more than one learning activity and mode of learning in each packet
   C. Preparing and identifying entrance and exit requirements

XI. Identifying Instructional Methods and Potential Use in the Classroom to Enhance the Learning Process (4 class hours)
   A. Instructional methods, i.e., lecture, small group discussion, large group discussion, role-playing, simulation, establishing of individual learning stations, audio-visual presentations, field trips, and/or interview technique
   B. Preparing a lesson for presentation to include more than two instructional methods

XII. Planning Curriculum Format, Long and Short Range, Which will Provide for Logical and Sequential Inclusion of Curricular Topics (6 class hours)
   A. Outlining o f a specific curricular area to cover the controlled period of time

B. Evaluating curricular content and determining sequence of presentation
C. Outline a curriculum with goals, objectives, materials, activities and terminal evaluative criteria for two specific curricular areas

XIII. Methodology and Rationale for the Inclusion of and the Preparing of Mini Learning Activities (3 class hours)
A. For success
B. For frequent rewards
C. For individual instruction

XIV. The Student Will Be Introduc to Training Plans and Influenced on Curriculum and Lesson Planning (4 class hours)
A. Preparing training plans as they apply to adjustment and skills to be learned on a selected job
B. Through the preparing of a training plan, the student will evaluate when the adjustments and skills can best be achieved—on the job or in the classroom

XV. A Course of Study for Career Exploration Will Be Developed and Presented for Evaluation (4 class hours)
A. Use of aptitude tests, surveys and interest inventories
B. The need to oinclude a unit on decision making and values clarification

XVI. Use of Resource Materials (6 class hours)
A. Survey of literature
B. Building a bibliography of materials
C. The use of advisory committees in selection of supplemental material
D. The development of the correlation with training plans
E. The development of the teaching outline
1. format
2. technical and educational content
3. development of instructional aids
4. development of suggested activities
5. application techniques
ox 6. testing and questioning techniques

INSTRUCTIONAL STRATEGIES

The instructional strategies are:

1. A survey of current materials for the purpose of educating and defining the term "disadvantaged" as it relates to varying cultural settings.

2. A survey of textbooks and supplemental materials which are used in the OWA Classrooms and strategies for evaluation and material selection.
3. A survey of commercial assessment instruments and aptitude defining instruments and such other instruments as used to determine student interests.
4. Representatives of textbook companies and companies which produce material which would be considered supplemental as well as audio-visual representatives for the purpose of determining effective use as well as limitations of available materials.
5. Field trips to selected Occupational Work Adjustment classrooms which are well structured and present a variety of structural activities.
6. Preparation of teaching outline and a complete curriculum outline for use in the OWA Classroom.
7. Presentation of a teaching outline for class critique.
8. Preparation of materials available to the Occupational Work Adjustment classroom from the Distributive Education Materials Laboratory.

EVALUATION STRATEGIES

The *evaluation* strategies for curriculum development are:

1. Student evaluation may be based upon the following in determining a final grade for this course:

a. Development of OWA curriculum outline	40%
b. Classroom presentation of teaching outline material	20%
c. Development of career exploration course of study for use in the OWA Classroom	20%
d. Final examination	20%
	100%

(The curriculum evaluation is considered 40% since this is considered the most important aspect of the course.)

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